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TULANE * UNIVERSITY.

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- REPORT



—OF—

WM. PRESTON JOHNSTON,

Chief Executive Officer,

—TO—

BOARD OF ADMINISTRATORS,

—ON—

PLAN OF ORGANIZATION

—OF—

TULANE UNIVERSITY,

June 4th, 1883.

NEW ORLEANS:

A. W. HYATT, STATIONER AND PRINTER, 73 CAMP STREET.—25406

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NEW ORLEANS, LA., June 4th, 1883.

*To the Administrators of the
Tulane Educational Fund:*

GENTLEMEN—At your request, I did myself the honor, on a former occasion, to define what I conceived to be the general policy of your Board in carrying out the important trust imposed upon it by the terms of Mr. Tulane's donation. This policy I understand to be the line of action adopted by the Board. As it was considered best, in view of the indeterminate condition of our funds and prospects, to await events, I have availed myself of the interval to formulate my ideas on the foundation of a great University in New Orleans, to which end all our efforts should tend, together with such practical suggestions as look to an early employment of our available means in carrying out Mr. Tulane's intentions. I have now to ask your patient consideration of what must necessarily be a somewhat extended discussion of the matters before you for settlement.

It is due to you and due to myself to say that, though my experience as a practical educator has been long and varied, and I have given close personal attention to matters of university organization, my opportunities for observation have been somewhat circumscribed. Indeed, I may say that there is no absolutely thorough preparation for such a place as that to which you have called me until *after* the appointment is made. Previous preparation would be merely *dilettante* in such case, and evince unfitness, rather than fitness, for its actual work. In such a problem as that before us, the changing exigencies of the situation may require some modification of the views advanced, but I must claim for them that, within the horizon permitted to me, they have been deliberately reached after a very mature and careful consideration.

The first point to be considered is the scope of your work. The intentions of Mr. Tulane constitute the chart of your action. Fully and faithfully to carry out his wishes and intentions, I know to be the purpose of this Board. What they are will be found defined in his letter of donation. His property is therein given "for the promotion and encouragement of *intellectual, moral and industrial education* among the white young persons in the City of New Orleans, State of Louisiana, and for the advancement of *learning and letters, the arts and sciences* therein." He says: "By the term education, I mean to foster such a course of intellectual development as shall be useful and of solid worth, and not be merely ornamental and superficial. I mean you should adopt the course which, as wise and good men, would commend itself to you as being conducive to immediate *practical* benefit, rather than theoretical possible advantage. I wish you to *establish or foster institutions of a higher grade of learning* where the young persons to be benefited shall, upon due examination, be found competent and qualified for admission, both by age and previous training, to receive the benefits of a *more advanced degree of educational culture.*"

Such is Mr. Tulane's broad and comprehensive scheme of benevolence, the execution of which in detail is left to your wisdom. It is to confer "intellectual, moral and industrial education." It is for "the advancement of learning and letters, the arts and sciences." It is to be "practical." And it is "to establish institutions of a higher grade of learning," and to give "a more advanced degree of educational culture." Nothing less than a University, on a very broad foundation, could even approximately perform these varied functions; and it is not, therefore, surprising that when the Board determined to establish a University, their resolution met with Mr. Tulane's unqualified approval. What shall be the limits and character of this institution, is the question before you.

A University, as I have said, was evidently included in the

scope of Mr. Tulane's plans. But the "industrial" education mentioned, "the immediate *practical* benefit" to be secured, the "higher grade of learning" to be looked to, all seem to contemplate an institution which shall be adapted to the wants of our people, and which shall look to present, rather than remote, advantages; which, in a word, shall cover the whole ground of higher education. In defining what this higher education is, we must look to the ordinary acceptation of the term among us. The broad distinction is between Elementary or Grammar School education, which is given to the whole mass of the people, and that which is higher. In a memoir, summarized for the United States Bureau of Education (Circular 3, 1874), from the Rules and Regulations of the Higher Schools of Prussia, a work by Dr. L. Wiese, privy councillor, it is said: "The secondary school differs from the elementary schools by a course of instruction going beyond the immediate demands of every day life; from the special school, by the more general character of the courses of instruction; from the university, by its preparatory character. It has the special aim to give that sound basis of scientific and literary education which enables a man to participate in solving the higher problems of life in church, state and society." It will thus be seen that in the Prussian system, which must be considered as at present the most logical and advanced, all education above the elementary school must be considered Higher Education. The secondary schools, of which Dr. Wiese speaks, include all forms of the Gymnasium and Real-School, the classical and scientific schools, which do the work of our American colleges and high schools combined.

Disregarding, then, all subtleties of nomenclature, Higher Education embraces all education beyond what is elementary. It is a comprehensive term, and includes High School, Collegiate, University, Technical and Professional instruction. Resting upon the broad base of elementary education, it covers the whole wide area of human knowledge, and rises, through

regular gradations, higher and higher, to the very utmost attainments of the human mind. No part of this wide field of usefulness is foreign to the purposes of the Tulane endowment; and it is left to your judgment how, where, and in what proportions, it shall be applied in the City of New Orleans. The scope of your work, then, covers the whole ground of Higher Education, the only limitation upon your efforts being that of means. It will become you, therefore, to lay the ground plan of an institution, which shall, in the fullness of events, touch every branch and department of this Higher Education, fostering and developing them all. But while you thus wisely provide for the future, it is hoped that you will undertake to do no more, for the present, than the means in hand will fully justify; with each enlargement of your resources extending your endeavors, till, under the providence of God, you are able to carry out successfully the entire scheme now projected for you. I conceive, therefore, that it is not premature to place before you the ideal for which we must strive, and at the same time make recommendations for as much as we can now safely attempt.

Permit me before entering on this discussion to congratulate you on the characteristic prudence and wisdom displayed by Mr. Tulane in selecting the Higher Education of our people for his work of benevolence. Whether enlightenment and progress are best advanced by a system of common schools or by a University—by extensive or intensive education—has long been a mooted question. Fortunately we are not called upon to settle it. Among civilized peoples it is not now so much a question whether elementary education is a right as whether it should not be made a compulsory duty. But the Higher Education is a privilege to be meted out by Government under varying considerations of expediency. Elementary education, therefore, is a function of the State, which alone has resources adequate to its performance. Individual efforts in aid of it are so disproportioned to its magnitude, and generally so diffused, as almost

necessarily to be wasted ; while the same influence and means concentrated on the more limited area of higher education might effect larger results. Mr. Tulane's bounty scattered in elementary education, would prove of small avail ; directed as it is upon a single object, it will become a tremendous engine of instruction. The University will have the lifting power of a hydraulic machine, because its forces are similarly exerted.

It may be assumed as finally determined that our efforts for Higher Education will be through the medium and agency of a University. The first point to be considered, then, is what should be the relation of this institution to the educational system of the State. The destruction of the war and the equally disastrous reconstruction which followed left every public and private interest in Louisiana in wreck and ruin. Order and prosperity have begun to emerge from the chaos ; but no great and real progress can be achieved unless by a general enlightenment of the people. Louisiana unfortunately has attained the bad eminence of a larger proportion of illiterates, white as well as black, in her population than any other State except South Carolina. There is but one remedy, education. Unwise constitutional restrictions nullify and vitiate all attempts at reform. An inadequate school fund is spread too thin to do any good. The State Universities are effectually shackled and muzzled. The ordinary agencies of education, common schools, high schools, colleges, universities, are dragging out a feeble and miserable existence. All interest in education languishes, and even the people who have enjoyed its benefits seem careless whether their children shall receive the very rudiments. The ingenuity of legislation seems to have been racked to prevent progress and development. But a kind Providence, bent on saving our people from the consequences of their own blindness and errors, comes to their aid. Inspiring the heart of an absent, but not forgetful, son of Louisiana with the lofty and sacred purpose of redeeming our people from the

bondage of ignorance, it has made the impossible possible. The beneficence of one citizen supplies and makes amends for the mistakes, the apathy and the poverty of the community. A University has been set on foot which, if it can be carried to completion in the spirit of its founder, will be a live institution, full of light and energetic for good.

The educational system of any people to be complete must constitute a finished and homogeneous structure. It should be a pyramid with the common schools at its base, and the University at its apex. Such is the much admired German system, which is consistent with itself, and complete in all its parts. Whether then our University owes its existence to legislative wisdom or private munificence, intended as it is to perform an important part in the public education of the State, it should recognize fully its relations to every other part of the educational system and seek to bring each and all into that harmony which will insure improvement. It is both good policy and wise administration to plant the University on the popular affections and interests, and to aid public instruction wherever it can be safely done. Of course, the fundamental principle of such a policy is to make the beneficence of our work as real, expansive and manifest as human fallibility will permit.

In the first report I made as President of the Louisiana State University, in December, 1880, I set forth the mutual interdependence of all the parts of our educational system and the urgent need of help to our white population in securing its blessings. The following was my language :

“On the free school system of education rests the hope of the development, if not of the preservation of our material interests and of our liberties in the United States. This is especially true of the South, and in no State has it greater significance than in Louisiana. The control of the most sacred rights of property, of the subtlest questions of morals and law, of the most delicate functions of polity, and of the fundamentals of civilization itself, are now, perforce, entrusted to the masses, largely made up of ignorant freedmen. It behoves the State, as the conservator of society, to use every power

and energy to enlighten this dense and dangerous darkness. It should extend to its colored citizens the benefits of education, and lead them to a higher and purer plane of intelligence. But it should remember that it must depend chiefly upon the white race, with its immemorial right of leadership, for its ability to keep pace in the march of civilization with happier and more favored commonwealths. It should not withhold, or stint its hand in giving, to equip these of its sons for the struggle of life.

“ To this end common schools should invite the humblest of its citizens to learn those elements of knowledge which should be the general heritage of freemen. Higher schools should receive generous State aid, so that those willing to make sacrifices should not be without the opportunity of advancing along the rugged path of knowledge ; and, crowning the public school system as a cap-sheaf, the most fruitful gift of this benignant harvest of learning, should be the University. A part of that system and its culmination, the University should open its doors freely to all who aspire to the higher education. It ought not to usurp the functions of the Primary School or the High School, but should reserve its energies for those who have patiently undergone their preliminary training. These it should foster with the most sedulous care, and the University should be the nursery of the teachers of our public schools. From its walls yearly should go forth men fully equipped by training, general information, and special instruction in the best methods of the Normal School, which has its greatest efficiency as a branch in a University. These men should constitute that army of school-masters who are to vanquish ignorance in Louisiana.”

I have repeatedly urged the same views ; but it has become apparent to all that with the prevalent apathy and existing constitutional limitations, the Universities, however useful otherwise, cannot occupy this position. The Tulane University will have the ability, and therefore will have the right and should feel the duty, of assuming the leadership in public education in the State. Such primacy must come from concession, not mere claim. We must show ourselves worthy of it by affiliation with every branch and department of instruction in the commonwealth, by becoming the centre and rallying point of educational progress, by welcoming and honoring merit wherever found, and by enlisting in this grand movement against the realm of darkness every element of moral worth, liberal thought and intellectual activity in Louisiana. Mr. Tulane's pious intentions have placed his Administrators on a strong vantage

ground, and wisdom, beneficence and energy should characterize every act of their stewardship.

To carry out the foregoing views I propose the following measures:

1st. By the grant of a free scholarship in each representative district in the State.

2d. By free scholarships to the youth of New Orleans, and by relieving the City, if her authorities concur, from the burthen of the Public Male High School.

3d. By free scholarships to meritorious private institutions of high grade.

4th. By offering our young men not only the best classical and scientific education, but to such as prefer it, practical instruction in technical, industrial and business branches.

5th. By popular lectures, on which subject more will be said in the course of this discussion.

6th. By doing, or at least attempting, something toward the industrial development of the State, bringing science to the aid of agriculture and manufactures. This I hope to see effected through the establishment of a Sugar Laboratory as our initial step.

Taking up these points *seriatim*, I recommend:

1st. That we offer to each and every representative and senatorial district in the State a free scholarship to be filled by its member in the General Assembly, with a *bona fide* citizen and resident of such district who can comply with the established requirements for admission. Such a gratuity ought to allay all local and sectional jealousies and afford convincing proof that, though located here and its fund applied here, the University desires to extend its benefits to the most distant parishes. No narrow bound should confine the flow of Mr. Tulane's benevolence; and the people of Louisiana should feel that this fund and this Board have been created, not for private ends or mere local advantages, but for a great public purpose.

2d. In the same spirit I propose that free tuition be granted to graduates of the City public schools, and that forty scholarships be opened to their competition.

Further, that we should receive other duly prepared pupils from the City Schools, nominated by the City, at an annual fee of \$40 each. The present cost of the High School is \$8000 or \$10 000 per annum. It has about eighty pupils, who, therefore, cost the City something over \$100 each. With the same number of pupils, the outlay of the City would only reach \$1600 per annum, which would be a great saving to this tax-burthened community.

3d. There is one factor in our great educational problem which is too often ignored: I mean our meritorious private schools. Instead of regarding them as fellow-laborers, the public school system, where sufficiently energetic, is put in motion, like some huge machine, unconscious of their existence, and they are crushed out as aliens and foes instead of co-workers. Yet many, I may say, most of our brightest and soundest scholars have been trained in these schools. I trust that the Tulane University, so far from exerting this destructive energy, will foster and encourage whatever is worthy and established, whether public or private in form. I suggest that our recognition be cordial and practical, and that a liberal grant of free scholarships be offered to the leading schools, academies and colleges here and elsewhere as prizes of merit, with all other facilities we can afford in furtherance of their work.

4th. The conception of education has broadened of late years. It is perceived that it is a science, and one whose applications should be extended not only to the (so called) learned professions as formerly, and beyond these to scientific avocations, such as engineering, architecture, etc, but also to other commercial and industrial pursuits. It was easy to see that the same training was not suited to all. More slowly it was discovered what training was suited to each; and at last, it may be said, industrial and business education is placed upon a

logical and rational basis. There is no lack of excellent models, which would, of course, have to be adapted to our local needs and means. At Baton Rouge I initiated a course of instruction, both "liberal and practical," looking to the preparation of young men for the life of planter or plantation mechanic. Under the judicious and patient instruction of Prof. Randolph, this became a most valuable feature of the institution. What I propose here is an expansion of this branch of instruction, so as to embrace good courses of Civil, Hydraulic and Dynamical Engineering, which will fit young men for control in the machine shop, the railroad, the sugar house, or in our drainage system. Workshops for instruction in wood and metal working, and complete courses of Drawing would, of course, be necessary. This is not the place to enter into details, and so much is stated only to indicate an outline of what I regard as advisable.

We may hope in the same spirit to offer to young men who intend to pursue a business career a training, practical and yet liberal, and both broad and thorough.

5th. In discussing the proper work of a University, the motive and methods of public and popular lectures will be given more appropriately than here. Suffice it to say now that it brings us into the closest and most pleasant relations with the knowledge-loving portion of the community.

6th. In regard to the establishment of a Sugar Laboratory, I must briefly say that it a subject which has kept hold on me ever since I came to Louisiana. With the smallest encouragement from any source, I would have had such a Laboratory in full operation long ago. But practical men are very apt to underestimate the power of science in aid of material civilization, because it receives its rewards neither in money nor applause. Nevertheless, its help is real and substantial; its conservative and economic power in the way of preventing waste of time, money and material is enormous; and its suggestions and discoveries are the milestones of progress. Such

a Laboratory conducted by men of genius and science *might* revolutionize the sugar industry in Louisiana. A discovery or improvement in the manufacture or manipulation of sugar, which would cheapen its production one-half a cent per pound, would save Louisiana more than a million of dollars yearly. A comparison of the cost of such a laboratory with its possible benefits ought to justify its expediency to any rational mind. Twenty-five hundred dollars (\$2500) would supply the necessary apparatus. As much more would adequately carry it on for a year. The whole sugar planting community would appreciate our effort as the evidence of an honest and practical interest in its welfare.

It is by such measures that I propose to bring the University into close and vital relations with the educational system and with the community at large. One other point I omit here, the establishment of a Normal Department or College in connection with the University. This I can discuss more appropriately in submitting the plan of organization of the University.

I cannot deny that these designs seem large, when undertaken in addition to the ordinary work we shall be compelled to perform. They can only be carried out by the concentration of all the resources for higher education in this city. This is a matter of profound interest, and merits your earnest attention. One of our Administrators, Mr. E. H. Farrar, in a very able address delivered at the Commencement of the University of Louisiana, June 30th, 1880, has dealt with this subject with a carefulness of research and vigor of statement which carry conviction in every sentence. A single passage will exhibit his view.

He says :

“In the first place, the policy pursued by the State in the organization of institutions of learning has been radically defective. Instead of being the policy of concentration, it has been the policy of diffusion and dispersion. Innumerable colleges and academies have been established in remote rural regions. Their endowment funds being

small, the neighboring populations being too sparse to support them, and being without that fame and efficiency which draw students from afar, they lingered a few years and died of inanition. It is preposterous to give every parish a college and every congressional district a University. What if the two millions that have been frittered away mostly in these starveling schools had been gathered into one heap and laid at the foundation of some central institution? Would it not have been the pride and glory of the State? Would it not have been a fountain head pouring into every part of the land the influences that lead the people up to that higher education which is the flower and fruit of learning? However objectionable centralization may be in civil government, it is the essential element of success in education. It is this which has made the great universities of the world, and this which has made them the most powerful instruments and engines of progress and civilization."

The opinions which Mr. Farrar has so forcibly conveyed are capable of illustration from a variety of sources. In this line of thought, I myself used the following language in a report of the Louisiana State University.

"In a rich and mighty commonwealth like New York or Massachusetts it is wise to seek the utmost perfection in results by a division, even to minuteness, of labor and of educational functions. But with us the case is entirely different. We are poor. It is as much as this State can do to keep the smallest number of institutions with their heads above water.

"Shall we then scatter and thus squander and dissipate our resources and means among a number of feeble, struggling and impotent agencies, or concentrate them as much as possible and put at least one institution on a respectable footing? From the former policy we can hope nothing. If we can succeed in the latter, the State can go on dispensing her beneficence as she feels a growing ability to do so; and I for one would not grudge the largest liberality to any and every educational institution or agency in this State, now existing or which may hereafter be created."

There can hardly be a doubt in anybody's mind that in this day of large enterprises an accumulation of forces at given centres is absolutely necessary in order to deal efficiently with the masses of men and material, or with the moral agencies, to be handled. We may dread the tremendous energy of enormous combinations of capital directed for mere personal ends, but the logic of the situation constrains us to grant them privileges.

Society has nothing to fear from an institution of learning dedicated to the public welfare. What such an institution needs is capital proportioned to the manifold wants of an expanding civilization, and used with the same effectiveness which marks our business enterprises. As President Gilman stated in a recent address, "It is no longer a question of tens, or even hundreds, of thousands of dollars; it is a question of millions." Yale College has an annual aggregate expenditure in all its departments of over \$350,000. The aggregate expense account of Harvard University is \$582,390 73. The endowment of Cornell University in 1881 was about \$2,500,000, exclusive of Western lands of equal value. Recently, one person has added \$1,500,000 to this splendid foundation. President Gilman estimates the endowments available to the students of Johns-Hopkins at \$9,000,000. The property held by Columbia College, New York, is said to be worth \$20,000,000, yet it is at this moment asking an increase of endowments. There are other institutions which approximate these in the magnitude of their revenues. Yet all are approaching the public *in forma pauperis*, and urging want of means for the enormous work to be done. Thus, you will perceive that the utmost height of our reasonable expectations leaves us far from foremost in this race, and that a large accumulation of means is requisite to enable us to rival the first-class Universities of the East.

The great cities of New York, Boston and Baltimore are the seats of three of the greatest of the American Universities. Other large cities, such as Philadelphia, New Haven, St. Louis, Rochester and Richmond are, in like manner, seats of learning. Berlin and Vienna have the greatest Universities in Germany, and cities, not villages, are the natural sites of the leading institutions of learning. The mediæval University grew up around the cathedral, when the clergy were the only learned class, and cities represented armed force more than commercial activity. All that has changed. With the emancipation of

thought, intellectual energy finds half a hundred avenues beyond the pale of the church. The forum, the laboratory, the railroad, the mart, the bank, invite our keenest intellects and most earnest spirits to share in contests where mind rules. The leaders are, as a rule, all men of aspiration—children of light—who desire the improvement of the race. They share in the movement of mind, and the spread of education, and their homes are in the cities. The Astors founded a library; Peter Cooper, his Institute; the Vanderbilts and Johns Hopkins, Lawrence, Sheffield and Stevens, the Universities and Institutes, which bear their names; and Mr. Paul Tulane, a merchant of this city, now adds another star to this constellation. Without derogating from the quiet virtues of a country life, it is not too much to say that cities are the centres of light. Cloisters were sought when monks were the only teachers, and they may be adapted now to certain classes of minds and men; but those who are to struggle in the strenuous warfare of life in this age and country must draw nearer to a real focus of light, and catch their inspiration where the power and activity of thought and the radiance of mental illumination are most intense. We can afford to dismiss the objection often urged, that a city does not suit as the location for a University.

There should be at least one such in the Lower Mississippi Valley, and New Orleans is its natural seat. To make the Tulane University the representative institution of this region, you must make it pre-eminent, and put it beyond rivalry. To do this we must have the largest endowments, confer the greatest benefits on our communities, and conform most perfectly to the true ideal of a complete University.

If I have seemed to urge upon you somewhat strongly the policy of concentration, its paramount importance must be my apology. To carry it out, I repeat the recommendations of my first report:

- 1st. The University of Louisiana has in its High School

and Academic Departments 250 students, and in its Law and Medical Departments 244 more—nearly 500 in all. This, in itself, is a good beginning. It has very valuable buildings and real estate, worth probably a quarter of a million of dollars. It has, independent of the Law and Medical Departments, an income from tuition of some \$10 000, and there is the annuity from the State of \$10,000; besides its obligation to keep the buildings in repair as State property. The State has already signified its approval of a concentration of its institutions, by the junction of the Louisiana State University with the Agricultural and Mechanical College, under one charter and organization. Public sentiment would probably approve of our union with our sister institution here.

2d. We have good grounds for going before the Government of Louisiana, and asking for the St. Louis Hotel building as a donation, or on terms equivalent thereto. For several years it has been an unsightly rookery, falling to decay and an expense to the State. Even speculators have been afraid to touch it except at nominal prices. In our hands, with suitable repairs and alterations, and with a probable expenditure of \$50,000, we could make it the most magnificent college edifice, without exception, in the United States. In its ample rooms and halls, we could provide for all the workshops and laboratories needed for scientific and industrial education, for a great library and for museums to illustrate the progress and achievements of knowledge, and for offices for all those adjunct, literary and scientific societies, which act as auxiliaries in the advance of education. A judicious arrangement of its offices for rent might provide an income sufficient to pay the current expenses of the building. As a University building, it might thus become a grand Educational Exchange.

3d. The absorption of the City High School, as suggested, would not add to our wealth indeed, but it would materially aid our strength, and carry out the purposes of our founder.

Supposing these plans carried out, or, at least, that we are ready to put our University in operation, it becomes proper to consider what are its legitimate functions, and what work it must perform. While the whole realm of human knowledge is its field, and its mastery and transmission the limit of activity, a more specific analysis is here necessary.

A University should combine in its work three objects: the higher education of the young, the extension of the area of knowledge by original research, investigation and discovery, and the elevation of the public tone and culture. The Tulane Administrators should keep all these things in view. But, undoubtedly, the first, the higher education of the white young persons of this city and State, is the most important and direct function to be performed, and, to a certain extent, includes the other two. The Faculty should, as far as possible, possess a knowledge of the entire body of the science, letters and philosophy of the age, and should feel their mission duly to impart this to the next generation. To pass the torch of knowledge from hand to hand is the most sacred obligation of an institution of learning. A faculty is necessarily a body of teachers. It may be, and ought to be, more, but the professors must be good teachers, or they are nothing.

The second function of a University is the extension of the area of human knowledge. Upon the discoveries of the closet and laboratory, often grudgingly acknowledged and rewarded, rest the most brilliant and useful inventions and upward impulses in arts and arms and all the aspects of modern civilization. Appealing, as invention and original research do, to the imagination of a wider audience than the University walls contain, they are a source of immense prestige and popular favor. The institution so fortunate as to possess a strong corps of competent and zealous investigators immediately takes a place in the front ranks. When it performs well this function of the extension of human knowledge, there is at once accorded to it

its patent of nobility in the peerage of intellect. This consideration cannot, therefore, be neglected, in laying out the work of the University and selecting its faculty.

The best results in this direction are attained by bringing together in its faculty men of capacious and original intellects. They should be thoroughly trained and educated in their calling, equipped with proper apparatus and appliances, and lifted above penury by adequate incomes, so that they may have means and leisure for a proper performance of their duties.

But it may be supposed that this object so grand in its results, and so diverse apparently from the work of teaching, would interfere with the usefulness of the professor in that direction. On the contrary, however, the thinker or discoverer, who also teaches, performs both duties better. Compelled to formulate his thought or project and to submit it to the criticism of other minds, he detects any latent errors and finds the remedy. On the other hand, the spirit of inquiry in the breast of the professor communicates its own enthusiasm to the learner, and the circle of thinkers rapidly widens. Professor Von Sybel, speaking of the concurrence of French and English sentiment in commendation of the German Universities, says: "If we ask what it is which they admire most, which seems to them most worthy of imitation, the invariable answer will be, 'the constant and close union of research and education.'" He adds: "Our Universities are praised because they are not mere schools, but workshops of science."

The third object to be borne in mind is the function of the University in raising the level of culture in the community. This is done in part unconsciously, and without any special direct effort. The presence in a community of a body of able and learned men, in daily contact with its people, will effect a gradual amelioration in tone and culture. Every alumnus who leaves its walls raises the average, and becomes himself a missionary of the intellectual life. All this is clearly evinced by

comparing any college town with other villages not thus favored. But while learning shines with this reflected light, there are other more direct and rapid means of intellectual illumination for the people.

The bare offer of knowledge has no attraction to the mass of mankind. It is nauseous rather than otherwise, and has to be sweetened and diluted to be accepted. Still, the shelves of a free public library contain many powerful, though silent teachers. It is hard to estimate the influence of a great library on the community; it is incalculable. We all admit the value of books and reading in forming the character of a boy or a man. We have all seen how a good library will refine a family for generations by the aroma of culture it imparts. With wider sway, the public library casts its rays into the garrets and alleys of a great city, and lights the way and brightens the toil of the poor scholar and aspiring artisan. To do this, it must be open, inviting and valuable. A University library should be the workshop and armory of the students, and here, I hope, of the public also. Too many are cemeteries where the masters of thought, embalmed and confined, are laid away like Egyptian mummies for a sleep of centuries. President Eliot says of the Harvard Library, that it has "a profound effect upon the instruction given at the University, as regards both substance and method; it teaches the teachers." I cannot go so far as to say with some, that "the library is the best University;" for it cannot of itself enforce its own methods. There is no substitute for a live man in teaching. But it is a most powerful and indispensable auxiliary. Employed to its utmost capacity of usefulness by a skilful librarian and zealous instructors, a properly equipped University library will be one of the most efficient agencies for educating this whole community, as well as our regularly enrolled students. To illustrate our present dearth, I may state that the public libraries of this city will not amount to 40,000 volumes, including the State Law Library, very valu-

able indeed and containing 26,000 volumes, principally law books, but of little interest to the general public. If provided with books in the same proportion as Boston, we should have 400,000 volumes. We should bend our energies toward supplying this deficiency. But I must repeat that when we obtain a good library, it will be of little use without a good librarian. You want a man who knows books, knows how to use them, and knows how to teach others to use them. He should be learned in books and about books. He should be a guide to students, and the friend of readers. There is a public, as well as a private, hospitality. The reader must feel himself a welcome and honored guest. Make your University library the resort of the philosophy, the imagination and the keen spirit of inquiry of this quick minded population, and you will soon convert our people into a reading community, a thinking community, a community powerful by virtue of its intellectual energy. The boast of Themistocles was not ignoble. "I cannot play the lute," said he, "but I can change a feeble city into a great one."

What has been said of a library, applies in their sphere to the museums and art galleries of a University which afford the best possible object teaching in the arts and sciences, and prove a perpetual spur to the curiosity and interest of the public.

But, perhaps, the most direct method of reaching the uninformed and undisciplined public mind is by popular lectures. If these are conducted by able and skillful men, they convey enough of science and culture to awaken the spirit of inquiry in many breasts, and, even where this is not attained, the mere information diffused abroad is no insignificant matter. Of course there are communities exceedingly difficult to reach on these lines, and this is said to be one of them; but the apathy is a reason for the effort. A series of brilliant lectures sustained by the University for a single season would produce a marked effect upon the social aspects of life in New Orleans. One cause which prevents people from attending lectures is the cost; those

willing to attend being often cramped in means. Another cause why they do not attend is that they have no guaranty that the lecturer has any message worth listening to. He may be a scientist or a charlatan, a genius or a twaddler. The imprimatur of the University would answer this objection. Our guaranty would satisfy the public. There is a difference, too, between an occasional single lecture, which attracts little attention, no matter how gifted and eloquent the speaker, and a well constructed series of lectures which will after a while enlist the interest of the intelligent. An isolated address makes scarce a ripple on the surface of society; but it is hoped that a number of brilliant and able appeals to the understanding of our people may divide their interest, sharing it with the theatre and opera, so that, at last, lecture going may become a habit—a fashion, if you will. It will be a good habit, a useful fashion, if it enables intellect to assert its share in giving tone to this community.

Such a systematic effort to raise the level of popular intelligence is a direct appeal to the favor of the good and wise. It is a legitimate appeal, and often meets the reward of substantial aid from rich and public spirited men, whose sympathies and interest in education have been aroused and shaped by it.

This, then, is the three-fold work of the University: 1st. the education of its students; 2d, the discovery of new truth and the accumulation of scientific facts; 3d, the enlightenment of the masses of the people.

The agencies required in the University to perform this work are, 1st. A suitable business organization with the officials requisite for administration. 2d. A University Faculty, in charge of the educational branch. 3d. Good plans of organization and wise methods. 4th. Adequate equipment. Under these four heads we can consider the whole subject.

The business organization of the Tulane Educational Fund does not come within the scope of this inquiry. The Administrators have judiciously distributed their duties to appropriate

committees, and have taken all proper precautions for the wise, safe and careful administration of their trust. They have appointed Mr. P. N. Strong, Secretary and Treasurer, and myself chief executive officer, a sufficient provision for present needs. When the educational branch is put in operation with suitable buildings, you will need for the immediate care of the University buildings; and supervision of repairs, police and fire precautions, of light, heat and water supply, and of ventilation, sewerage, cleanliness, etc., a proctor or janitor, with suitable servants. The proctor should be a trustworthy and intelligent man.

It will also be necessary to appoint, at an early date, a librarian who could also act as secretary of the Faculty, for a time at least. Both are laborious and responsible positions. They might be filled by one man, fitted by education, special preparation and personal aptitudes for the work. His relations with the Board, the President and the Faculty are confidential. His knowledge of both the inside and the outside of books, their intrinsic and their commercial value, should be considerable; and he should have an acquaintance with both bibliography and library work and methods. As secretary, he would have in his hands, the care of records, supply of stationery, blanks and forms; advertising and the distribution of catalogues and information; general correspondence; and the reception, matriculation and record of each student. With such a variety of collegiate duties, any other than a skilled man would be in the way, and the Board would, I trust, be willing to give such a man proper compensation.

The instruction, discipline and management of the University should be under the charge of the President and Faculty. I have given some thought to the title of your chief executive officer, and have concluded to recommend to you the appellation, "President of the University." This is the title used at Harvard, Yale, Princeton, Cornell, Columbia, Johns-Hopkins and Washington and Lee Universities, and in nine out of ten of the

colleges and universities of the country, and a change in it would indicate some anomaly in our organization which does not exist. The only objection is, that confusion might arise in some minds between this office and that of President of the Administrators, but as all these other institutions have governing boards with presidents, it is manifest that the objection is fanciful.

I come now, gentlemen, to that matter which I regard as of paramount importance to the success of the University, I mean the appointment of its faculty. For, unless this is done wisely and well, all else is of no avail. You will have the shell, but it will be an empty one.

The most important duty to be performed by you in the organization of the University is the selection of its professors. Consider what a University is. Its prime object is to educate the young. Teaching is its business. You have an educational machine, it is true, which I would not undervalue. But a machine is nothing without the man behind it; and the more powerful and delicate the mechanism, the more skillful should be the engineer. Not buildings, books, apparatus, trust funds, nor endowments constitute a University. They go to make up the body, indeed, with its food and raiment; they are necessary to its existence; but the vital organism, the living soul, subsists in the men who compose its corporation and faculty. On the wisdom and fidelity of its Governing Board, and the ability of the faculty depend the fame and usefulness of the University itself. By these will its merits be measured with almost absolute exactness. Mind must control. Every day we see how a powerful intellect and noble character can dignify a feeble or ungainly frame. Conform our University to this analogy in man. Bestow upon it an able, learned, honorable faculty. Fill it with gifted men, in whom moral elevation, unselfish enthusiasm and intellectual ability work, with a harmonious will, to definite ends. With such a faculty, we cannot fail; without it, we can have no

complete success. Such men we must have. The world knows their value. Educated people place their children where they will receive the impress of great men. Secure such, and they will retain here the youths now sent away; they will create that atmosphere of culture, in which education can breathe and thrive; and they will give that dignity and standing to the profession of teaching, which it now lacks here.

In order to secure such a faculty as that just depicted, the greatest care and conscientiousness will be necessary. I take it for granted that upon your chief executive officer will be devolved the responsibility of recommending to you a faculty, and that your selection will be guided by his advice. Looking simply to his own convenience, almost any reasonable man would be glad to be free from such a responsibility; and for myself I can truly say, that it is only as an unavoidable duty that I would accept it. But I have been too long connected with educational institutions not to realize fully that success depends largely upon a definite plan executed by a single will, with all the professors co-operating in perfect harmony. Of such an educational machine, the president is the engineer, and very slight defects of tact, or temper or executive ability on his part will greatly disturb its action. You have often heard it said that a bad plan of battle well fought is better than a good plan badly fought. This is simply to say that men are more than methods; and it is truer in education than in war, since its agencies are mental not material, and its object is not destruction, but creation and development. To secure a satisfactory adjustment of their respective claims by a reference of them to the members of a faculty closely resembles the result of a political caucus. You have log-rolling, a compromise, and some make-shift arrangement satisfactory to nobody. An ordinary faculty-meeting is very apt to degenerate into a mere debating society. What is needed is one plan, and one will with combined action. An able executive head, invested with ample authority, and with

lieutenants or professors acting in perfect accord with him, can achieve much under great disadvantages. But it is evident that to secure such perfect accord, to obtain this requisite harmony in a faculty, it must be selected by the chief, whose will it is to execute. Speaking to practical business men, it is not necessary to dwell upon this point. If the Administrators of the Tulane Educational Fund agree with me in these views, I shall not shrink from the responsibility, and I am willing to be judged by the results. If they think otherwise, it would not be just to hold me responsible for vital matters over which I would not have control.

But, whether the selection of professors be entrusted to me or not, there are certain fixed principles which should govern the Tulane Administrators in their choice, which cannot be departed from without serious detriment to their work. They are the rules by which I propose to be guided in my recommendations and I, therefore, do myself the honor of now laying them before you.

1. The first landmark for a Board to set up in choosing its faculty is that this choice is a trust imposed upon it, and not a personal privilege. The welfare of the institution is to be regarded first, last, and all the time, and no other consideration should be allowed to interfere with it in any manner whatever. The merit of the candidate, or, to be more exact, his absolute fitness for the place should be the sole moving reason for his appointment. For the Administrators to approach this important question in the best frame of mind, they must resolve to divest themselves of all narrow views and personal ends. No selfish or partisan interest, preference, or prejudice should intrude. On this point, I cannot insist too strongly. Nepotism is the bane of all great organizations, especially of educational foundations, and has been the ruin of many. It is the most insidious of public vices, because its aspects are so amiable, its arguments so specious, and its pretences so plausible. We say to ourselves,

“other things being equal, why should I not choose my friend?” But other things never are equal. There are always sufficient determining reasons without this, which if allowed to weigh at all is an overruling one. Our friend should be put on just the same level as any other candidate, and be tried by the same tests and standards. Unless this rule is made absolute, any faculty will become a mere nest of patronage. In all recommendations to this Board, I expect to be governed by this consideration, and I feel confident that the wisdom and justice of every Administrator will respect the motive, and sustain me personally and officially in the position.

Catholicity in choice follows as a corollary from such a resolution. Narrowness and provincialism are but varied forms of the egotism which we all reprehend. They are dangers to which, as Southerners, our history makes us peculiarly liable. We must guard against them the more carefully, because their roots are in the best instincts of our nature. But conformity to a creed or party confers no title to leadership in the wider realm of human knowledge. The range of our selection should be coterminous with the bounds of science, scholarship and culture in Europe and America. Indeed, some of our best educators have been brought from abroad, and the names of Agassiz, Guyot, McCosh and Mallet will readily occur to you.

The catholicity which induces a wide range in the selection of professors gives you larger liberty of choice. It brings into one faculty the ablest graduates of different first-class universities, each with the ripest fruits of his own system; and from a comparison of views and methods a higher ideal is evolved. This is an advantage which a new institution has over those older establishments whose traditions limit their choice to their own alumni.

After what has been said it is hardly necessary to add that little or no importance should be attached to alleged, or supposed, local or political influences. They are not proper tests or

qualifications for an academic chair, and the candidate who offers them as such, usually has little else to offer, and is condemned out of his own mouth. The claim is too often the plea of demagoguery in behalf of quackery, and, when put to trial, proves utterly futile.

2. Having thus established the fitness of the candidate as the sole ground of choice, and guarded against all improper restrictions, upon its freedom, the next thing to consider is, in what this fitness consists.

(a.) The first and most important qualification of a teacher is *integrity of character*. In this I include moral soundness, courage, truth, purity, self-respect, and honorable elevation of thought and feeling; the traits, in fine, which make and mark a gentleman. Add to these tact, good temper, sympathy, and, most of all, justice, and you have an ideal teacher, so far as *morale* is concerned. It seems a very high ideal, but I have seen it as often under the humble garb of the schoolmaster as in any other condition in life. There is no class of persons who pursue unselfish ends, with more enthusiasm and devotion to ideas of duty.

Too much stress cannot be laid upon integrity, as above defined; because the pupil unconsciously, but surely, takes tone and color from the master. Low-bred, immoral, intriguing teachers will debauch and demoralize any corps of students. On the other hand a noble life stamps itself indelibly upon its disciples. It was the character, even more than the intellect, of Socrates, which made Plato and Platonism; and Arnold, Headmaster of Rugby, will mark an era in educational progress, when Arnold the historian is read no more.

(b.) *Ability* is the word by which I prefer to characterize the intellectual eminence which should mark a great professor. At the bottom of it lie intellectual soundness, good sense, mental equilibrium, a more solid basis of usefulness than qualities seemingly more brilliant. Ability consists in that group of

qualities which distinguish the man who does his work in the world well from the man who does it poorly. The qualities which make up ability in a professor are talents, training, knowledge, and didactic force or effectiveness in teaching. Talents are various. Among the chief are grasp and vigor of intellect, clearness of apprehension, facility in the acquisition of knowledge, retentiveness, power in the presentation of thought, wit and eloquence, though there are also other important mental gifts. But ability implies more than the mere possession of talents; it includes the power to use them efficiently. And this again requires that these talents should have been duly trained and disciplined by study and preparation under competent instructors. The man of ability must have, too, an ample store of knowledge, as material on which to draw. If to these he adds effectiveness as a teacher, dependent so largely on his moral constitution, he may be classed as a great professor; and further extraordinary endowments may readily rank him among the very great professors, and even among very great men.

A university will take rank according to the number and excellence of leading men in its faculty. It is not to be expected that all the highest gifts will be found without drawback in a single individual, or that exceptional men are in the market on easy demand. Just what qualities and manner of man are required in each place is a matter of the nicest judgment. Von Sybel, the great German Historian and educator, in an address on the German Universities, says, "The government gathers the best scientific genius of all Germany as teachers at the Universities;" and again, "The point to which attention is paid first and foremost in giving a position at a University is literary capability; as regards pedagogical talent, one is satisfied if it is not entirely wanting; the decisive point is the capacity of independent scientific production. He who possesses this, will, it is thought, answer satisfactorily all the demands of higher academical instruction. This shows in brief the leading principle of

the German Universities." Guarding the point of the different standard, aim and requirements of university instruction in Germany, and the work before us, which does demand didactic effectiveness, the foregoing quotation exhibits the tests by which scholars weigh and value a professor, and assign him his place. We must look to this canon in our selections.

Such are our requirements, however, that what we need most of all is that a professor should be, by vocation and professional enthusiasm, a teacher, and above all things *a teacher*. If we can obtain thoroughly conscientious and competent teachers in studies chiefly disciplinary, like Latin, Greek, Mathematics, etc.; where research is for us practically exhausted, we should be content. But there are other fields of knowledge unexplored which invite the labors of the most original and enterprising minds. These, also, we should secure without regard to sect or section, nationality or party affiliation.

(c.) The standing of a University is determined by the intellectual force of its faculty. A single extraordinary man may confer merited distinction on a school. But the concentrated lustre of a number of learned and eminent men is sure to give it rank and position among the great institutions. It is desirable, therefore, to enlist in our service not only men of ability, but men of established reputation. The *prestige* for which we must look should not be that popular notoriety, which is too often the badge of the charlatan. True scholarly prestige is the distinction conferred by the literary guild which controls the intellectual centres of the country. It is the recognition of scholarship by scholars. At present, unfortunately, the South is almost outside of this pale. It may be your privilege by creating an intellectual centre in New Orleans to give us a voice in the council of sages, and to bring us within the circle of educational life and movement. As the prestige of its faculty has so high a value in determining the rank of an institution, it should be

allowed its full weight in deciding as to the fitness of a candidate for an academic chair.

(d.) After what has been said in regard to catholicity in the choice of our professors, it will not be amiss to call attention to the opposite pole of thought. It is the special adaptation of the professor to his place. One who is able and worthy elsewhere might prove a failure here, from inability to conform to his surroundings. A very good man in his own way might not be able to get along in Louisiana. Adaptation to environment is a prime law of well being. A man's invincible prejudice against us, or ours against him, might well make the task of reconciliation unprofitable. We must look not merely for a fit man, but for the fittest. Hence, while we should not confine our selection to Southerners, or even to Americans, strong sympathy with us, or a calm, just temper, or great breadth of view is each in its way a recommendation as a partial guaranty of that power of adaptation which is so useful. Where there is reason to fear a want of adaptability, as in foreigners, young and unmarried men are to be preferred, because they learn more readily to conform to new conditions.

3. On what evidence should a decision be made as to the fitness of a candidate? I have to repeat myself in saying that the reputation of a scholar rests on the opinions of the judicious, rather than on the passing breath of popular applause. In determining their qualifications we should be guided by the testimony and counsel of eminent authorities, not of laymen who have given but little thought to the subject. The regular diplomas and degrees of the different universities and colleges have an ascertained value, well known to those who are accustomed to consider these questions. The testimonials and personal endorsement of the leaders of thought in letters and science and philosophy have a still more specific value. Achievement, work accomplished, success as a teacher evidenced by brilliant and accomplished pupils, books embodying thought or research

and approved by the favorable criticism and judgment of competent persons ; these are among the surest criteria.

In arriving at a decision, all the points mentioned should be taken together. Both integrity and ability, including talents, training, knowledge, and didactic effectiveness, are to be fully considered. Prestige and adaptation are to be taken into account. And, indeed, whatever bears on the fitness of the candidate should be duly weighed according to the rules of sound judgment and common sense. With such precautions your decisions will stand. With a faculty thus constituted you will see the standard of higher education in Louisiana advanced, and our youth retained here as students, and sent forth equipped to grace every walk of life ; you will see the area of knowledge widened and new discoveries in the sciences and arts increasing our wealth and evincing our claims to intellectual eminence ; and finally you will see the City of New Orleans sharing in the general elevation of thought and sentiment produced by a higher culture and a greater extension of the blessings of education.

7th. The plan of organization to be adopted for the Tulane University, depends on so many conditions as yet undetermined, that it is impossible to recommend any, except as conditioned on certain probable, or possible, events. The amount of our net revenue, our relations to the State and City, the result of negotiations with the University of Louisiana, our acquisition of the St. Louis Hotel, and other matters not yet fully settled must modify the scope and details of any plan we may propose for our work. Therefore, whatever may now be laid before you by me is offered tentatively, and should be held subject to future modification according to the exigencies as they arise. Indeed, even if all of our data could be definitely given now, I would not hold it the part of wisdom to elaborate and adopt any scheme which should not be considered open to amendment, growth, and development. *Festina lente* is a safe motto in educa-

tional matters. Final success, more than present applause, is to be regarded. A cautious policy in practice, a flexible organization, and a waiting on events to manifest the most pressing needs in expansion, expenditure, and energetic action should be, for the present, our guiding rules of action.

Nevertheless, we must remember also the importance of making a beginning, and the urgent demand for educational improvement in this city. We must not bury our talent, because we have but one. Whatever good we do is put out at interest. Only, we should take care that what we undertake is in the direct line of development; and, in order that it be not wasted, that it should be a part of the grand plan we propose as the consummation of our endeavor. In the meantime, it is not only wise but essential that we should have in mind a clear conception of this plan. We must perceive clearly the point at which we aim, outline a chart of our work, and frame an ideal toward which we shall continually strive.

After we have decided what we wish to do and will try to attain, we can then decide what we are able to do, and go to work and do it, be it ever so little.

In this view of the case it would not be appropriate now to submit to the Board a detailed scheme of courses of instruction, text books, rules of discipline, etc. Suffice it to say that these matters are under consideration by me, and, when the circumstances demand, will be laid before the Board in matured form.

In framing your plan of organization I beg leave to recall to you that the purpose of your institution is the higher education of our youth. It is our business not merely to open a university, but to collect within its walls a body of students to receive what we have to offer. In organizing, we must consider whom we organize for; who constitute our *clientelle*. As I have defined higher education as embracing all above elementary instruction, it will be seen at once that it includes High School, Collegiate and University education. This is an extended line of instruc-

tion. Its students range from little boys to bearded men. Premising that those of the lowest grade are very numerous, and that the number of college students is limited, it must be added that, properly speaking, there is no such class of persons in Louisiana as University students. There is not a single youth pursuing within the borders of the State what can be justly called a University course. They have no opportunity to do so. The schools and colleges of the State do not educate such a class. It has yet to be created, and the atmosphere of culture in which it is possible for it to exist must be created likewise. It will be our province to aid in both tasks.

It is an error to suppose that all we have to do is to make the offer of education to our young men, and that it will meet a hearty response. Most men desire knowledge, as they desire money—for what it will buy. It requires visible and tangible rewards to overcome the inertia of ignorance and indolence. The higher learning does not confer these, and hence it is neglected. In all the lower branches, in whatever leads to a practical remunerative career with the smallest amount of mental labor, we may expect sufficient numbers, and for these we should honestly provide. If their aspirations are not high, nevertheless their aim is not ignoble.

But it is impossible for a commonwealth to take position among truly enlightened States when its education does not rise above this level. And it need hardly be insisted on here, that the measure of enlightenment is the measure of strength. It has been evinced of late years, with a vengeance, that, "knowledge is power." To strive for the van is the only way not to be left far in the rear. We must have the enlightenment, and the erudition and scientific mastery which produce it. We must create that class who possess and transmit this body of knowledge which is the source of intellectual light. Those who pursue knowledge for its own sake, preferring it to wealth, or ease, or fame, are the chosen priesthood of learning. They are the

pioneers of science whose enterprise is to enlarge the domain of human thought. They make illustrious the State or city to which they belong. They are few, but they should be sought out, and enrolled according to their vocation.

But not only these but the able men who demand a fair wage in return for intellectual effort should be made to see that science is not a closed career to the strong and ambitious. It is hard to persuade such to endure the toil requisite to obtain a University education, because its rewards are so remote and contingent. It is so in Louisiana; but it is the same in New England, and in Old England. There the difficulty is met by holding out scholarships, fellowships, or an assured professional career, as incentives. (*) Such are the only conditions on which young men can be found to accept this precious boon. If this be so in countries so much more highly favored, is it strange there should be no demand for University education in Louisiana?

But the inquiry is pertinent, if there be no demand for University education, what is the use of appointing a faculty of eminent men at large expense to impart it? Why not wait until there is a demand? The reply is obvious. It is the paradox of St. Patrick and the serpent, which had bargained to be let out of his prison-chest on "to-morrow." "To-morrow" never comes. The demand will never arise for the education and the professors until these first create it. Knowledge, like olives, is an acquired taste. Ignorance crawls on its belly, and never looks up. You have to lift it up, and set its face toward the light. Our Christian missionaries might as well wait for "a call" from the heathen, as the friends of education for the demand for University education. When Mahomet proclaimed his mission as the prophet of Allah, his wife, his slave, and the boy, Ali, alone believed. If we set up our standard of higher education—of the highest education—they may gather slowly, but our youth will rally to it at last. If we wait for students to come knocking at our

*Harvard pays \$40,000 per annum in this way.

gates, they will pass us by. True, this is their loss, but it is still more the loss of the community. His personal aggrandizement compensates the strong man devoted to selfish ends, but can the community afford to lose his energy and ability from the cause of the general welfare? The conclusion is forced upon us that we must offer the higher education to our youth on terms that will be accepted. We must give a practical education to those who will accept no more. These will throng our halls. But to induce them to advance, and obtain the education which will enable them to serve their fellow man, as well as themselves, we must hold out proper incentives.

The question arises, what are these incentives? Wealth and distinction are two of the strongest motives in the human breast. Scholars do not look for any large share of either, the love of knowledge, next to religion, being self-sufficing. But when the learned class are not held in the highest esteem, able men, as a rule, will not make it their profession. Napoleon's cynical epigram, "Savants and jackasses to the centre"—or, "to the rear," as we would say, gave brute force as the keynote of power. But it carried in it the seeds of defeat, and the doom of his dynasty. Von Moltke's schoolmasters mashed in the shell of the Second Empire as if it were a bon-bon box. There will be no learned class in Louisiana until it is as respectable here as it now is in Massachusetts. Teachers should have an honorable social position, and their leaders a fair share of dignity and influence. It is not climate alone, or the price of living, which keeps professors at the North. It is because learning is more honored there. Sufficient salaries to keep professors above sordid cares are needed to secure them social respectability.

But it is not sufficient to propose remote rewards to the young. You must appeal to immediate ideas and interests. You can seize on their imagination, and hold them to a prescribed line of labor by following the example of Europe and the North, and conferring on distinguished students honors and

applause, prizes, scholarships, fellowships and professional promotion. When young men discover that advancement comes, not by the back door of patronage, but through genuine scholarship, they will adopt right methods. At first, but few graduates can be expected, and progress must be slow; but, with judicious management, the Tulane University may effect great results in this direction. To retain here the students now sent abroad, to increase the number seeking higher education, and especially University education, we must deserve the public favor. The means to do this have been already pointed out. Establish an institution at once solid and splendid, and it will soon have its full quota of students.

Other Universities rely for their annual crop of students on certain tributary institutions, colleges, public high schools and private academies. We must, to a great extent, do likewise. But these have been so crippled and stricken down in Louisiana, that, after we have done all we can to foster and encourage them, we shall still have to rely principally upon the preliminary instruction within our own walls to provide a supply of University students. We shall have to build the edifice of higher education in New Orleans from the bottom up. Taking up the work where the grammar schools leave it off, we must carry it as far as we can persuade our students to pursue it. It should begin at the beginning, be thorough in extent, and accurate in all its parts.

The whole ground of the higher education is to be covered by our instruction. "Education," according to the Prussian ideal, "is the harmonious and equable evolution of human character;" and, as elaborated by Stein,—“by a method based on the nature of the mind, every power of the soul to be unfolded, every crude principle of life stirred up and nourished, all one-sided culture avoided.” How this education shall be organized and distributed is a most important question, and deserves your careful consideration.

Two courses are open to us. We may follow, with modifications, some model more or less analogous in circumstances to our own, or we may adopt a new plan altogether. The former course is the easier, and that most generally pursued. The objection is, that there is no case so near our own as to warrant us in copying it. No one has less love of innovation for its own sake than myself; but, as we are fortunately bound down by no traditions or prearrangements, we are permitted to adapt our plan to our work with logical precision.

In considering the division of the higher instruction into appropriate fields of labor, it is well to look at what has been done by other Universities, and the tendency of their methods. Take Harvard, Yale, Princeton, Washington and Lee, any of our older institutions, and you will find that they had their origin in what would now be denominated academies.

A brief survey of the mode of their growth and development may aid us in giving shape to our own. For a long time their improvement was chiefly by extending the course of studies, and giving more Latin, Greek and Mathematics. Then scientific studies were added. The educational edifice was raised by putting story above story. But as four years apparently fixed the immutable limit of the college course, it was found necessary, as new studies were added at the top of the curriculum, to cut off some others at the bottom. This was effected by more stringent requirements for admission, which devolved the former work of the lower college classes on the preparatory high schools. Still the general purposes of the institution remained disciplinary, and it was properly a college in spirit and tendency, as well as in name. In the last quarter of a century immense contributions have been made to the wealth of these colleges. Scientific annexes of more or less scope have been joined to the academic departments, university studies and methods have been introduced in the upper classes; and post-graduate courses have supplemented the fragmentary teaching of the regular cur-

riculum. As many of the additions have been determined by individual bias rather than by logical necessity, the result is often a very composite structure. The overgrown college has become a University, in which studies and methods are curiously dovetailed and the true lines of demarcation are confused, blended and concealed. To discover the real division between University and Collegiate instruction is the first step toward organization. It is decided by the spirit and methods of the teaching more than by the studies pursued, as I shall have occasion to show further on. Here, it is enough to say, in general, that the end of collegiate teaching is a liberal education, and that it is attained by a circle of studies harmoniously adjusted to develop the faculties and pursued chiefly with a disciplinary purpose. University education is for a scientific purpose; that the student may know, but especially that he may think, and think for himself. Its aim is to induce him to look for truth by no artificial or reflected illumination, but in the single light of his own intellect. It is to make original, independent thinkers.

Now, an investigation of the courses of study pursued in our best American Universities discloses the fact that, up to the end of Sophomore year, or somewhat beyond it, the branches studied are generally obligatory and enforced for disciplinary purposes. After that point, entire or partial election of studies is allowed, and the instruction assumes the university tone and character. At the close of Senior year Baccalaureate degrees are given; but confession is made that the University course is incomplete, by the offer of post-graduate courses with higher academic degrees. It is thus evident that the University education is split in twain, and that the present arrangements are arbitrary and artificial, owing to historical causes.

Our newer University foundations, looking to greater flexibility, have adopted, in great measure, the German University system with its elective studies and instruction by lectures; though some have simply multiplied the number of curriculums,

with a relaxation of discipline. They have, however, ignored the essential feature of thorough preparation and rigid examination required for competition for degrees in the German Universities. Collegiate work is performed with university methods, by students untrained, and, therefore, unfit for this kind and degree of education. To this the Johns-Hopkins University, for one, is an honorable exception, discriminating sharply between university and collegiate students. Most of the others offer the same anomalies as the older universities, in mingling collegiate and university studies and methods, and in partial post-graduate courses.

In pointing out these educational solecisms, I trust no one will infer that any disparagement is meant of our greater or less institutions of learning. Good work has been done by them, and can be done under any system, however illogical, by able men, such as their faculties contain. But we may be permitted to profit by their defects, as well as by their example.

Looking to other lands, we find that the English Public Schools, such as Eton, Harrow, Rugby, etc., are endowed foundations, which do the work of the high school and college combined. With somewhat limited scope, they give very thorough training, within the bounds set, for the Universities of Oxford and Cambridge. These latter ancient and magnificent establishments bestow a culture at once broad and harmonious. If this culture is extensive, rather than intensive, as has been often suggested, and less stimulating than that of the German Universities to originality in thought and research, yet it is admirably adapted to the needs of the upper classes of English society. The work at Oxford and Cambridge is University work. The line which divides it from the collegiate training of the Public Schools is a real line. Below it, is disciplinary, dogmatic teaching; above it, the higher culture.

Matthew Arnold, who has thought and written so much, and so well on culture in general, and on University education

in particular, says: the University "ought to provide facilities, after the general education is finished, for the young man to go on in the line where his special aptitudes lead him, be it that of languages and literature, of mathematics, of the natural sciences, of the application of these sciences, or any other line, and follow the studies of this line systematically, under first rate teaching." He says further: "The idea of a University is, as I have already said, that of an institution not only offering to young men facilities for graduating in that line of study to which their aptitudes direct them, but offering to them also, facilities for following that line of studies systematically under first-rate instruction. This second function is of incalculable importance, of far greater importance even than the first. It is impossible to overvalue the importance to a young man of being brought in contact with a first-rate teacher of his matter of study, and of getting from him a clear notion of what the systematic study of it means." It will be seen that this conception of University education draws it into narrower channels than the preceding general education. Still it lays stress on a most important point, the power of a *man* in teaching. A man is more than a book or a library, more than a method or a system, more than any thing else in University Education, which is a study of a few things systematically pursued, in which the student relies on the inspiration, not the authority of the teacher.

But if we would see the distinction sharply drawn between the general liberal education of the college and the more intensive development of a man by university methods we must go to that country where education has been studied as a science. In Germany, the gymnasium, which answers to our college, has its own sphere; and the university a different one. The university instruction is not simply more of the same sort. There is a line broad and deep between the spirit and aim of the two. The student leaving the one for the other passes into a more rarified atmosphere. He breathes more freely. He is a man. No

longer leaning on authority, he bids farewell to the dogmatism which is a necessary element of collegiate instruction, and enters the arena of free investigation and independent thought as the comrade and critic of his professor.

The eminent Von Sybel says: "The chief aim of our university education is to give to the student the *method* of his science, thus enabling him not perhaps to become a *savant*, but to follow any future calling with scientific method and scientific energy. He is to learn, above everything, what science means, how any work is done scientifically, what is meant by scientific creative power. * * Whatever may be his calling in after life, during his academical years he is to be a disciple of science and nothing else, because the best preparation for every calling is scientific maturity, suppleness and independence of thought." He adds, "The work begun in the gymnasium is continued at the university, only not as in the English colleges, on a more extensive scale, but from a higher standpoint." "The universities are the homes of creative science, scientific criticism, literary progress; their teachers are the organs of an autonomous scientific spirit; their scholars are to be educated to the power of mental concentration and mental independence." Von Sybel, proclaiming mental freedom as the outcome of this education, says of the student: "Whatever course he may pursue in after life, whether he be liberal or conservative, reactionary or progressive, orthodox or heretical,—whatever, in fact, he may be, the essential point is this: that he is what he is, not from any mere force of habit acquired during his youth, not from any indistinct sentiment or traditionary obedience, to established authorities, but from scientific conviction, critical examination, independent self-determination. Then and only then he can be accounted among the efficient members of his profession, the representative men of his party, the working powers of his church, and the ornaments of his nation; then and only then he

will belong to the true aristocracy of mind, to the men of real modern culture." *

These eloquent and inspiring words of Von Sybel bring before you in authoritative form the high ideal of university education held up in Germany, and separate it from the training of the gymnasium. The division is a logical one; and the instruction is carried on in distinct institutions and with different modes of teaching. The superior education is carried on from the elementary schools to the fruition of a liberal education either in the gymnasium or classical school, the *real-schule* or scientific school, or the pro-gymnasium, which combines the two. The student then transfers himself to the university, and finishes his education.

With these examples to guide us, I think we may now proceed to distribute our work safely and intelligently. It embraces the whole of the higher education, and I propose, following the analogy of German education, to divide it between a College and a University. Let our University do true university work, in the spirit and by the methods already suggested. If its tendency is practical, not purely abstract; American, not German; and is for the mental illumination and physical welfare of man, instead of toward more subtle conceptions and purposes, it is because we desire to tread our own path, not as imitators, but as fellow-seekers of the truth.

It will be the sphere of the College to receive the pupil at the threshold of the higher education and to carry him by regular steps to those loftier levels where he can complete a general liberal education. Such an education is obtained by an equable and harmonious evolution of all the mental faculties and by a rounded development of mind and character. It affords, on the one hand, a solid basis for that subjective development known as culture and science, imparted in the university courses; and, on the other hand, an ample preparation for all spheres of prac-

*Bureau of Education, Circular January, 1872.

tical activity, professional, technical and commercial. It is a fuller and better preparation than young men now receive in our colleges. Hence, the degree with which its completion should be rewarded would really raise the present general level of collegiate education.

It will be observed that this College has assigned to it the functions now performed in England by the Public School, in Germany by the Gymnasium, and in this country by the High School and College. Let it differ from all, however, in a broader foundation. A judicious arrangement of equivalent parallel courses can be made, by which the student may follow a line of development specially adapted to his destined career. If not absolutely accurate in theory as means to the end proposed, yet these courses are *more* accurate than any other plan now in use.

There should be no objection to this union of high-school and college in one organization, as their aim and purpose, their methods and discipline, and their subjects of study are essentially the same. They are properly continuous, not successive; and the difference is of degree, not of kind.

It is desirable, for the present at least, to designate our collegiate institution as, "The College of New Orleans," or "New Orleans City College." If hereafter some philanthropist shall deserve, by a suitable endowment, to have his name and memory associated with the college, or any of its chairs or departments, appropriate changes can be made.

In Germany, the complete gymnasium, and the real school course also, occupies nine years, one year each in the three lower classes, and two years each in the three upper classes. To enter the lowest class scholars must be nine years old, be able to read their mother tongue, know the parts of speech, write legibly, know how to spell and write from dictation, know the four fundamental rules of arithmetic, and be thoroughly conversant with the history of the Old and New Testament.

Our College courses could be made to accomplish as much in seven years. The omission of explicit religious instruction, occupying one-thirteenth of the entire curriculum, which we can leave to the family, would save nine-thirteenths (9-13) of a year; and, by raising the age of admission to eleven years, we may expect more rapid progress from the greater maturity of the students, and we may also assume the superior intellectual *viracity* of our boys. Of course I say this in no spirit of invidious comparison with the German pupils whose mental stamina and solid abilities I fully recognize. But I find that two whole years, with from 9 to 10 hours per week in class, are spent on Latin grammar drill before the pupil is admitted to read Cornelius Nepos and the fables of Phædrus, and three years are spent on Arithmetic. Such leisurely progress can only be due to the extreme youth of the boys. I conclude that, if we make the entrance examinations decently strict, we can complete the German gymnasium course in seven years.

The classes might be graded as First. Second, etc.; but, at the risk of some awkwardness of nomenclature, I regard the advantages of distinctive, well-understood class names as being sufficiently important to warrant us in affixing them to each year of the course. I suggest the following names :

1. Senior.
2. Junior.
3. Sophomore.
4. Freshman.
5. Sub-Freshman—Upper Form.
6. Sub-Freshman—Lower Form.
7. Preparatory.

The lowest class is advisedly called Preparatory, as it includes a review and perfection of previous study to verify the foundations of the pupil's scholarship.

When I said that our work embraced the whole ground of the higher education, I had in mind not only the extent to which

any particular student might carry his education in completing it, but the entire breadth of the field of human knowledge. No man can survey the realm of human knowledge, and comprehend the whole. No man can know it all. No man need know it all. The education of any man is an advance along certain lines of thought in certain areas of this wide domain. The courses of study afforded by institutions are but routes of travel, established according to their means and facilities, as railroad lines are run from point to point. Thus it is easy to see how a well conceived system would aid the wayfarer on the road to knowledge.

For all practical purposes the realm of human knowledge may be distributed into the four following provinces :

1. Philosophy and Letters.
2. Philology.
3. Mathematics.
4. Natural Science.

The branches included in each of these divisions exercise and train a different set of intellectual faculties, the development of all of which are requisite for that robust strength of mind and character, that masterful energy of intellect and soul, which may be called scientific culture. We cannot obtain a liberal education even, without some gymnastic practice and instruction in each of these great departments. Therefore, in any and every course of instruction each should be represented.

We should carry on in our College eight equivalent courses of instruction, each covering seven years, and all leading to the degree of Bachelor of Arts. By a proper arrangement of schedules, little or no double teaching would be required. Under present arrangements one of the chief difficulties is to retain the students at their books long enough to realize the benefits of a liberal education. The graduate of a high school, no matter how low its standard, conceives himself ready for the arena of practical life. It is hard to convince him or his father, that any more education can help him in the battle of life. We hope to

show in this College convincing proofs that knowledge *is* power, and that education makes an efficient man, just as drill makes an expert soldier. I think you can rely on the following results from the plan of organization proposed. The low standard of admission will secure a large number of pupils. A rigid class system and consequent *esprit de corps*, together with the continuity of the instruction and a definite goal within reach of reasonable effort, will retain a very large proportion of those students who now from various causes drop out of their classes. I think it not excessive to expect nearly or quite as many graduates for the college, as we might ordinarily expect for a high school here. This would be a great gain for education in the way of attainment. Further, I think a far larger number of graduates of the college would enter and finish the University courses than can now be persuaded to pursue post-graduate courses, and this, too, would be a gain not only for higher education, but for the highest culture. When a senior now takes his baccalaureate degree he has tasted the Pierian spring of university instruction just enough to imagine he has his fill, and to regard a post-graduate course as a work of supererogation. The calls of active life are urgent, and he turns away from a career, which, if entered upon sooner, he would have carried to completion.

It is not my purpose to discuss at this time the details of the instruction of the College. There is one question, however, which experience and observation have settled in my mind. It is the failure of the optional, or "Go-as-you-please" system of studies, as applied to boys, or mere college students. It is as gross a mistake as it would be to invest a crude and ignorant child with full civil and political rights. You offer the boy, or his almost equally ill-informed parent, a bill of fare in an unknown tongue, and he is as apt to order soup and tooth-picks as any more substantial meal. There has been an extensive and profound revision of opinion on this point of late years, and not

less in the South than elsewhere. The construction of a judicious course of study is one of the severest tests of pedagogic experience and skill, in which the plausible is too often substituted for the practical. But in the optional (or so-called elective) system, you convert what should be a science into a lottery, in which a boy, to all intents blind-folded, draws with the assurance of ten blanks to one prize. I remember at Washington College a new student from the West who wished to select as his curriculum, what he called "the violin and mathematics," but more plainly put, the "fiddle and fractions." When I went to Baton Rouge I found 38 students in 28 classes. One boy had for studies arithmetic and Civil Government only, a course which might be the correct one, if he was predestined to be Auditor of the State. I made him take the Mechanical Course, in which he has evinced superior ability. An additional objection to the optional system is its greater cost.

But while this optional system has been carried to a *reductio ad absurdum*, especially in the South, it has at least had a good effect in breaking up the hidebound course formerly in vogue. A certain quantum of Latin, Greek and Mathematics was administered in each case, as an educational panacea, with the undeviating strictness of Dr. Sangrado's treatment of bleeding and warm water. Mathematics and the humanities are excellent educational tools, well tested in disciplinary value, and finished and improved by the experience of ages. No better course of studies has been, or probably will be, devised, as a basis for education in the learned professions and the highest scientific pursuits. But there are functions of the human mind not reached by these studies, and there are other branches which possess disciplinary value and informing power. While we should not yield to idle clamor and reject the former, neither can we afford to neglect those sciences which train the powers of observation and open to the inquirer the whole realm of nature.

The true medium between narrowness and license is to avail ourselves of all that modern discussion has settled on these points. I feel that I am strictly in accord with the best lines of modern thought and methods in education when I recommend for the instruction in the college, parallel and equivalent courses of study, with prescribed branches, which have been found advisable by experience elsewhere. The following eight courses might be fixed on, as embracing a series varied enough to meet any reasonable wish.

- 1st. Classical.
- 2d. Mathematical.
- 3d. Scientific.
- 4th. Literary or Philosophical.
- 5th. Business.
- 6th. Industrial.
- 7th. Sub-Legal.
- 8th. Sub-Medical.

These eight courses could be carried on at less expense than an optional school. Each branch would be under the charge of the appropriate University Professor, and would be taught by himself and his assistants, when any were required. One member of the Faculty should be selected as Dean, to act as an assistant to the President, in the immediate administration and discipline of the college, and especially of the lower classes. He should be a man of established reputation for scholarship, experience and administrative ability.

There are some studies which should form a part of all the eight courses. These are :

1. English, (including grammar, rhetoric, literature and elocution.)
2. Ethics.
3. Mathematics.
4. Penmanship.

5. Drawing.
6. Geography.
7. Natural Science.
8. Physiology and Hygiene.
9. History.

The following studies should occupy more or less space in some of the courses.

10. Latin.
11. Greek.
12. French.
13. German.
14. Spanish.
15. Chemistry.
16. Physics.
17. Mechanics.
18. Animal and Vegetable Anatomy and Physiology,
(Biology.)
19. Metaphysics and Logic.
20. Political Science.

I am disposed also to recommend some of the simpler forms of gymnastics as obligatory, in the lower classes at least.

The University Courses should consist of four groups of studies, besides the Medical and Law Courses, and should be designated as:

1. Classical.
2. Mathematical.
3. Scientific.
4. Literary and Philosophical.

These should each lead to the degree of Master of Arts in two years and Doctor of Philosophy in three years. All degrees ought to be given, with or without honors, and a few distinctions might be awarded to the most excellent. The Administrators will observe that the courses and degrees recommended are few and simple, compared to the intricate elaboration of courses,

degrees and schedules in many institutions. It requires a pedagogical expert even to understand this collegiate ritualism, which tends to confusion, and serves no serious purpose. The plainer it all is, the better.

I have in the beginning of this report asserted the duty of the Tulane University to assume and maintain the primacy and leadership of public education in this State, to which it has been set apart by a manifest destiny. I also called your attention to the essential unity of our educational system and the mutual interdependence of every grade and agency of education. Since my first arrival in the State I have tried to impress this on the public mind. There is no lack more profoundly felt and deplored by the friends of education in Louisiana than the want of a Normal School for our Public School teachers. Before seeking a remedy, we should determine exactly what the grievance is. In Louisiana the two chief troubles in getting good teachers for the public schools are the inadequate salaries and the stupidity and callous consciences of the officials who appoint for favor, not merit. The Census gives Louisiana a bad showing for illiteracy; but, in spite of this, I venture to assert that no State in the Union contains a larger number of really cultivated and accomplished ladies anxious to teach for the most modest pittance. Left poverty-stricken by the war, school teaching is the most acceptable resort to this large class of persons. Their gentle associations and intense sympathies adapt them admirably for this function. Well qualified in all other respects, they have one radical defect. They do not know how to *teach*. It is not, however, an art difficult to acquire, or requiring much time and labor when undertaken by an educated person. In a report as President of the State University, I used the following language:

“ Normal schools have been brought into some disrepute among the better class of educators, because too many of them attempt a task at once useless and impossible. They try to teach methods to people

who know nothing else. They undertake to fit uneducated people to give instruction to others.

“ Good methods are of immense value to any teacher ; but brains and knowledge are of more importance still. The blind cannot lead the blind, even when a lamp is furnished to guide their feet. Mere methods resemble a system of dry aqueducts and empty conduits, which irrigate nothing. It is only when fullness of knowledge, like a fountain of living waters, pours and pulsates through them, that the desert blossoms as a garden, and bud and fruit crown the verdure around.”

I am fortified in this position by the high authority of Prof. Huxley, who says on a cognate point :

“ There are a great many people who imagine that elementary teaching might be properly carried out by teachers provided with only elementary knowledge. Let me assure you that that is the profoundest mistake in the world. There is nothing so difficult to do as to write a good elementary book, and there is nobody so hard to teach properly and well as people who know nothing about a subject ; and I will tell you why. If I address an audience of persons who are occupied in the same line of work as myself, I can assume that they know a vast deal, and that they can find out the blunders I make. If they don't, it is their fault and not mine ; but when I appear before a body of people who know nothing about the matter, who take for gospel whatever I say, surely it becomes needful that I consider what I say, make sure that it will bear examination, and that I do not impose upon the credulity of those who have faith in me. In the second place, it involves that difficult process of knowing what you know so well that you can talk about it as you can talk about your ordinary business. A man can always talk about his own business. He can always make it plain ; but if his knowledge is hearsay he is afraid to go beyond what he has recollected and put it before those that are ignorant in such a shape that they shall comprehend it. That is why, to be a good elementary teacher, to teach the elements of any subject, requires most careful consideration if you are a master of the subject ; and if you are not a master of it, it is needful you should familiarize yourself with so much as you are called upon to teach—soak yourself in it, so to speak—until you know it as a part of your daily life and daily knowledge, and then you will be able to teach anybody. That is what I mean by practical teachers, and although the deficiency has been remedied to a large extent, I think it is one which has long existed, and which has existed from no fault of those who undertook to teach, but because until within the last score of years it absolutely was not possible for anyone in a great many branches of science, whatever his desire might be, to get instruction which would enable him to be a good teacher of

elementary things. All that is being rapidly altered, and I hope will soon become a thing of the past."

The point I make is this, that, having already a large class of mature women, and I may add men, fully qualified as school teachers, except in the single matter of proper educational or pedagogical methods, it is better to instruct this class of persons in Pedagogics or Didactics, thus fully equipping them, than it is to attempt to create an equally effective corps of teachers from the raw material, by training boys and girls in the rudiments of knowledge, and adding Normal instruction to this. I respectfully submit that it is not a proper function of a Normal School to teach the rudiments as such; but, if it were, it is impossible here. The Peabody Fund has withdrawn its aid. The State does nothing; probably can do nothing now. The Legislature refused the offer of the State University to provide this instruction at a very small cost—\$3000 per annum. The Tulane University is the only agency available to this end, and can, with the other facilities it will possess, do this work with the expenditure of the above named sum. I do not see how this amount could be more usefully employed. That sum would supply the instruction in Didactics; and all else, libraries, museums, laboratories and lecture halls could be brought into requisition with little or no extra cost. The greatest advantage, however, to these seekers for knowledge would come from the atmosphere of culture of a great University and from the wise suggestiveness and inspiring intellectuality of professors who never feel so deeply the magnitude of their vocation as when they are teachers of teachers.

In almost all the better German Universities, lectures are given on Pedagogy. At Berlin, Vienna and Jena, six lectures per week, and at several others four, are given. These lectures embrace the History of education, Scientific principles of educating the child, School discipline, Methods of instruction, School legislation, School hygiene, School architecture, Ancient and

Modern languages, Comparative philology, Metaphysics, and Logic.

While we could thus, at small expense, establish a Normal College, and carry Mr. Tulane's bounty to one of the most deserving classes of our community, and eventually indirectly to all, we would be building ourselves upon the affections of those who are the most efficient friends of every educational institution—the teachers of the land. Moreover, the strength of an institution is in its alumni, and these come only with lapse of years, unless, by the adoption of some such expedient, a body of *quasi* alumni can be created.

The instruction under the system sketched out above would thus be distributed between a College with seven (7) classes and eight (8) courses of study, a University with three classes and four courses of study, and an Adjunct Normal College, which I propose should be developed tentatively, and according to our ability to reach the teaching class. One faculty will suffice for the conduct of the instruction of all these departments. It should consist of Professors and Assistant Professors. It would be necessary also to employ a few instructors, who would not have seats in the Faculty. In addition to the scholastic instruction thus provided, a course of 100, or more, public lectures by eminent men should be given. An appropriation of \$5000 would be necessary to carry this out. They would be in aid of the regular instruction, as well as for the benefit of the public.

In case a union is made with the University of Louisiana, I recommend that \$3000 be appropriated to increase the salaries of the Law Professors, with the hope that it will lead to a reduction of the fees, so that more of our young men can avail themselves of the benefits of the institution. It is proposed that some of the courses of lectures shall be given with reference to the needs of this department.

The following Faculty is recommended for appointment as

rapidly as proper persons can be found to fill each chair, in case our means prove sufficient. The amount considered adequate as salary is attached to each chair.

The Faculty should be divided into four groups or sub-faculties, each with a chairman, according to the four University Courses.

I.

COURSE OF PHILOSOPHY AND LETTERS.

1. Chairman. The President. Professor of Political Science and History	\$5,000
2. Professor. Rhetoric, Ethics and Elements of Mental Science, Logic and English Literature.....	2,000
3. Assistant Professor, History and English.....	1,200
	<hr/>
	\$8,200

It is to be noted that the instruction in this course will be largely supplemented by the lecturers mentioned. The instruction in Metaphysics can be provided for the most part in this way. Help may also be obtained from the Law School.

II.

CLASSICAL COURSE. (PHILOLOGY.)

1. Chairman. Professor of Philology and English Language	\$4,000
2. Professor of Latin and Roman History.....	3,000
3. Professor of Greek and Grecian History.....	2,000
4. Professor of French	2,000
5. Professor of German.....	2,000
6. Assistant Professor of Spanish	1,200
7. Assistant Professor of Latin and Greek	1,200
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	\$15,400

III.

MATHEMATICAL COURSE.

1. Chairman. Professor of Analytical Mechanics. (Mixed Mathematics or Mathematico-physical Science, including Mathematical Theory, Heat, Light, Physical Astronomy, etc.).....	\$4,000
2. Professor of Physics (or Natural and Experimental Philosophy)	2,000
3. Professor of Mathematics.....	2,000
4. Professor of Engineering, (Civil, Dynamic and Hydraulic).....	2,000
5. Professor of Drawing and Design.. ..	2,000
6. Assistant Professor of Mathematics.....	1,200
7. Assistant Professor of Penmanship and Book-keeping	1,200
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	\$14,400

This combined course of Physics and Mathematics represents that province of knowledge in which the greatest and most rapid strides have been made in late years and may be expected in the future. On its proper organization and development will probably depend our opportunity for a splendid reputation in research and discovery. Closely connected with it in its importance and scientific aspects is :

IV.

COURSE IN NATURAL SCIENCE.

1. Chairman. Professor of Chemistry.....	\$4,000
2. Professor of Geology, Mineralogy, and Physical Geography	2,000
3. Professor of Animal and Vegetable Anatomy and Physiology (special)	1,000
4. Professor of Hygiene and Human Physiology, (special)	1,000
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	\$8,000

RESUMÉ OF COST OF INSTRUCTION.

Course I.....	\$ 8,200
Course II.....	15,400
Course III.....	14,400
Course IV.....	8,000
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	\$46,000
Salary of Dean.....	1,000
Lectures.....	5,000
Normal School.....	3,000
Law School.....	3,000
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	\$58,000
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An Academic Senate, composed of the President and Professors, should have charge of the discipline and instruction, each of its own department of the University, except that the Medical Department should maintain its present government and relations to the University.

Professors should be elected during good behavior and should only be removed for cause. Assistants should be elected for two years, when their employment should cease unless re-elected.

In addition to his salary, I recommend that a stated sum be added to each professor's salary for each year of his service: \$50 for his second year, \$100 for his third year, \$150 for his fourth year, etc., and that this be put to his credit, to be paid at death or resignation or paid to him, as may be thought best. For eleven years' service a professor would have an increase of salary of \$500. These additions of salaries, known as "fogies" are quite usual in military and naval establishments and academies, and are strong incentives to faithful service.

Besides the cost of instruction, an estimate is submitted for annual expenditures for the administration as follows:

Treasurer (in charge of real estate).....	\$ 2,500
Secretary and Librarian	2,000
Janitor (or Proctor).....	1,000
Servants.....	1,000
Clerk-hire.....	1,000
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	\$7,500
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Gas, Heating, Insurance, etc.....	\$1,000
Advertising, Postage, Stationery, etc.....	1,500
Printing lectures, etc.....	2,000
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	\$4,500
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This will give as the cost of administration \$12,000, which added to \$58,000, would make the total cost of the University \$70,000 per annum. If it were possible to raise the \$2000 and \$1000 salaries to \$2500 and \$1500 respectively ; to make Spanish a \$2500 Professorship, at a total cost additional of \$5800, it would add greatly to the efficiency of the faculty.

To meet this annual expenditure we have income from :

Real Estate, say.....	\$36,000
Bonds and Stocks (Mr. Tulane's promise).....	19,000
Interest on \$125,000	7,500
	<hr/>
	\$62,500
	<hr/>
State Appropriation, University of Louisiana	\$10,000
Fees, 250 pay students, at \$50.....	12,500
	<hr/>
	\$22,500
	<hr/>
Total Income.....	\$85,000
	<hr/>
From this deduct for taxes, say.....	\$10,000
	<hr/>
	\$75,000

If the \$5800 additional be granted it would raise the outlay to \$75,800 per annum, with an annual increase of \$1200 for fogies to professors and permanent officers.

By October 15th, the beginning of an academic year, our accumulated fund will amount to over \$30,000.

I recommend that this be appropriated as follows :

Sugar Laboratory	\$ 5,000
Chemical do	5,000
Physical do	5,000
Workshop, Mechanical and Engineering.....	5,000
Natural Science, Museum, etc.....	5,000
Library, (books).....	5,000
	\$30,000

And that whatever funds remain, be appropriated to the Library account.

Workmen must have their workshops and tools. Professors must have theirs, which are books, apparatus, and laboratories. The above appropriation for books will only make a beginning. \$15,000 more will be needed to put the laboratories on a thoroughly respectable footing, and \$25,000 or \$30,000 for the museums, cabinets, etc.; but this expenditure may be delayed and distributed over some years.

There should be no waste for fanciful display, but no stint for the essential or useful. No true economist refuses labor-saving machines and the best appliances to skilled workmen and experts. Yet every day professors are thus crippled by bad management.

The industrial feature suggested in the courses of study should be represented by a workshop, and a Professor of Mechanical Engineering. The teaching should embrace both the theory and practice of wood and metal working, turning, and the kindred arts in class room, with the use of tools in the workshop. In addition, a Chair of Civil and Hydraulic Engineering should be established with special reference to the topography and water-ways of Louisiana, and its industries. A thorough knowledge of Drawing, the universal sign language of

science, underlies all industrial training, and indeed should be imparted to every student who seeks a liberal education.

There are certain words in Mr. Tulane's act of donation which, I do not doubt, are to his Administrators, as they are to me, a source of profound satisfaction. They are those words which command that his gifts shall be used for educational development unfettered by sectarianism, but in harmony with the great fundamental principles of Christian truth contained in the Holy Scriptures. To say that in its spirit it shall be Christian, but not sectarian, is a limitation which enlarges; a restriction which amplifies and sets free. It invokes the power of godliness without respect to the form thereof. It compels tolerance to the intolerant. It realizes the vision of Peter in the house of Simon the tanner, and finds in the parable of the Good Samaritan the broad basis of its charity.

I do not know that the republic of letters is prepared to admit a primate among American educators; but it will be permitted to a grateful disciple so to regard his venerated preceptor, the Reverend Noah Porter, President of Yale College, and to speak in the words of his master. Not better than in his eloquent language can be expressed the standpoint of the Christian University in America at this day. This is what he says:

"That science has made extraordinary advances in the last fifty years, all of us know. Many of the sciences of Nature which fifty years since were in feeble infancy, have grown into vigorous manhood. Not a few of these sciences have discerned new facts, established new laws and evolved new methods, so far as almost to have parted with their identity. But not one nor all together have made nature less dependent on creative thought and goodness. Not one nor all together have made Atheism intellectually more attractive, or the denial of Providence more rational, or the rejection of prayer more satisfactory. That science has become more theological by discussing these deep-lying, wide-reaching questions, proves simply that the scientist is enlarging his horizon. We may pardon him if he reasons very badly upon these subjects, if he will condescend to reason upon them at all. It is, perhaps, better that a man should be an Atheist in Theology than never to ask whether there is a God; better to deny prayer and providence, than sneeringly to despise the questions which pertain to both. It is

a matter of congratulation that scientists of every school now seek after God, if haply they may find Him. That some philosophers should doubt and others should deny, need not disturb us so long as many believe and worship, and those who do neither cannot be content to leave these questions alone.

“ If we turn in another direction, we find that the faith of multitudes of cultured men in the Christian spirit and the Christian life was never so profound and so distinctly professed as at present. The consciences of multitudes who are asking one another, without being able to answer, What think ye of Christ? do yet declare with a pathetic earnestness never known before, *Let the same mind be in you which was also in Christ Jesus*. The Christian type of courtesy and self-sacrifice is more and more generally accepted as the ideal of human excellence and the law of human duty. It is not too much to hope that many of those who are ready to believe in Christ only as a power, will very soon be ready to believe in Christ as a person, and the ethical and religious culture which has been inspired in the school which Christ has founded and nurtured, shall turn back with tearful penitence and a loving heart to render to the Master the love and homage which are His by right.

“ If there be a few who dream that *Christ as a person* must soon cease to be honored even in Christian temples, there are those who know that *Christ as a power* never wrought with such energy or so demonstrated His supremacy as at this moment, among all the shrines of idolatry and superstition. Meanwhile the Living Church, which contains many scholars and philosophers of foremost eminence and authority, holds fast to its faith that the power of Christ to subdue all things to Himself lies in Christ’s personality as the manifested Father and the glorified Son of Man.

“ It is for the church of Christ to ask itself whether it is not largely responsible for this modern unbelief; whether its sectarian strifes, its narrow dogmatism, its exclusive pretensions, its suspicion of culture, its spectacular shows; whether its cant, its formalism, its selfishness, its denunciation of science, and its manifold uncharities, have not largely contributed to this cultured rejection of the supernatural Christ and the scientific denial of God.

“ It is for the Christian colleges and the men whom they train to consider and decide, whether they shall not lead the way to profounder views of Christian science, and wider conceptions of Christian culture and freer views of Christian fellowship. If there is to be a Church of the Future, such as there must and will be, if Christ is to achieve His destined triumph, a church free from sectarian strifes and narrow dogmatisms, in which the Scriptures shall be interpreted by the advancing science and the developed culture that are to be; in which zeal shall be refined by knowledge, and knowledge shall kindle zeal, then Christian seats of learning must be foremost in preparing the way of the Lord.”

I cannot refrain from adding to this authoritative assertion of the place of a Christian University in our plan of civilization, a few utterances of this wise Christian leader :

“A complete education involves the use of religious motives and influences, and this whether we regard education as a training of the character or of the intellect. Education cannot be worthily conceived unless it respects the character. The well-trained or perfected man is a higher result to aim at than the accomplished logician, the smooth-voiced orator, the many-tongued linguist, the sagacious scientist, and the inspired poet. So thought the noblest of the ancients, interpreting the suggestions of nature, and the wisest of the moderns, taught by Christian truth and Christian example. The ideally perfect man is also universally recognized, as reverent and devout, humble and self-forgetting before the divine in himself and the universe, and reaching forward by faith into the unseen and future life. If God educates the soul for immortality by the discipline of its earthly career, it should be no mean part of the aim of every truly liberal university to inspire its pupils with the highest Christian aims, and to instruct them to manifest these aims in an upright and attractive life.”

* * * * *

“Would we educate a generation mighty in erudition, honest and untiring in research, candid and comprehensive in judgment, sagacious in conjecture, cogent in reasoning, fair in statement, fervid in eloquence, lofty in imagination, inspired by and inspiring to that intellectual enthusiasm, without which there is no true intellectual greatness, we must educate that generation in the spirit and by the principles of the Christian faith. In science and letters godliness has the promise of the life which now is as well as of the life to come. All critics are forward to assert in a general way that Christianity has been the mighty quickener of human thought and feeling. We ought never to forget that much of what it has done it has achieved by leavening the higher education of successive generations. It may be true that if what we call Christian civilization is to continue, and the peculiar and threatening evils of modern society are to be overcome, not only Christian churches, but Christian universities must continue to exist, and both must become more positively Christian in their influence.”

* * * * *

“Surely it is not too much to claim that the great verities of Faith concerning God and duty and Christ and the immortal life, may be received as so far fixed as to be the basis of positive teaching in the education of youth. Though not established by what is technically called the verified experiments of science, they are assumed as the foundation of all that is valuable in human existence—the authority of law—the security of property—the sacredness of home—the inviolability of honor—the obligation of truth—the tenderness of affection

and nobleness of self-sacrifice, and the triumphs of love and faith over death. Christian civilization has had too long and too varied a history in the past not to testify to some fixed foundation of truth. Christian literature and Christian art have blossomed into flower and ripened into fruit for too many generations to leave room to doubt that Christ is indeed the tree of life.”

* * * * *

“So far as the college is true to the lessons of science and culture, so far will it be anti-sectarian in its teachings and its spirit. The lessons of philosophy, the teachings of history and the amenities of culture all lift the Christian scholar above the narrowing influences of denominational divisions and the petty excitements of sectarian or personal quarrels, and open his heart to a more enlarged Christian charity. These healthful influences are sometimes resisted, and the college becomes a school of narrow judgments and a nursery of bitter and unchristian sectarianism. But these are not the legitimate fruits of genuine Christian culture. The tendencies of all sound learning and earnest thinking are in the direction of a more liberal charity and of a closer union between Christian believers. To these influences all Christian colleges must yield, if indeed, they are not foremost in urging them forward. It may be reserved for them to contribute most efficiently to the restoration of unity to the Christian church. So far as the church itself is concerned, whatever may have been true in the past, the last thing which it needs to fear at present is that the Christian colleges of this country will intensify the sectarian spirit.”

Such views and positions as these should repel none, but constrain all men to respect, if not to adopt the faith which inspires them.

If the University we hope to establish is guided by these principles, which animate its founder, as well as the eminent educator whom I have so extensively quoted, its future will be radiant with the sunlight of Christian charity and its onward progress will keep equal pace with the forward movement of intellect, the mind of God working in the mind of man.

While we should endeavor to carry out the plan set forth in this paper at as early a day as may be practicable, I should regret to see its unity impaired or imperiled by premature or hasty action. The liberality of our Founder has approved the deliberation of your course heretofore by large additions to his

first endowment, and, feeling as he does, that he and you are building for all time, I feel confident that he will not disapprove of any delay which may be necessary to lay the foundations broad and deep.

Having secured our fund, and obtained by proper legislative action the guarantees which would be necessary for our safety in the measures proposed by me with regard to the University of Louisiana and the St. Louis Hotel, we can then use all our resources with full effect.

In the coming season we should accumulate the most necessary apparatus, and make provision for obtaining such other as requires some years to manufacture. The appointment of at least one scientific professor is requisite to accomplish this. We could also lay the foundation of a library. I myself could perform the greater part of this duty.

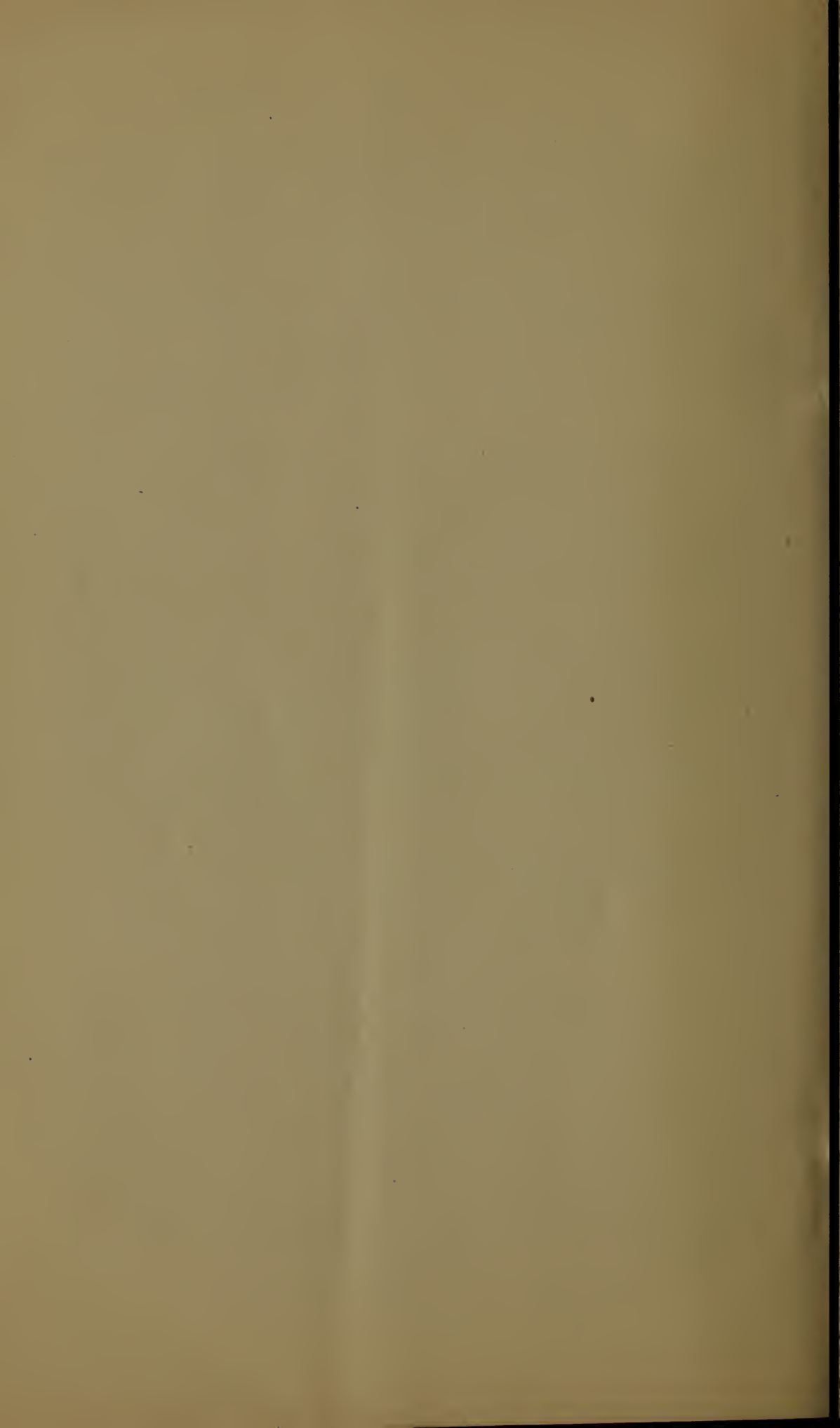
I think a series of public lectures could be given next winter as an initial course, which would prove of great public benefit; and these might be so framed as to serve the purpose of Normal instruction sketched out in the foregoing paper. An appropriation of \$7000 would be ample for this purpose. Hereafter it would be less costly.

I cannot, at this time, consistently urge upon the Board of Administrators to do more than this, during the coming winter, though I shall be happy to carry out their instructions, whenever they see that more can be effected.

If you can carry to consummation some such plan of a great University, as I have had the honor to submit to you, his Administrators will share with Mr. Tulane in the glory of a foundation which will prove as far reaching as it is beneficent. If unhappily your efforts shall be circumscribed by a narrow public policy or other untoward events, your task will be humbler, and I can only commend to you to do, cheerfully, all the good you can with the means at your command, and hopefully

to attempt what is attainable, and yet consistent with our ultimate and grander design. Whatever we do, let it be well done; and let it be written as the legend of our institution, as in the message to the Church of Thyatira: "I know thy works, and charity, and service, and faith, and thy patience, and thy *works*; and the last to be more than the first."

WM. PRESTON JOHNSTON.



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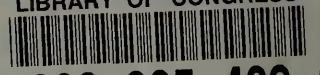
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